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presentation of just how that is done or how it may be done in connection with the testing movement. The value of the study under consideration would have been enhanced to an appreciable degree had such an exposition been made. If the premise upon which data have been collected is unsound, involved mathematical treatment of it is of no special value.

Mr. Toops and other exponents of trade and intelligence testing make considerable capital of the possibilities of using these tests as a means of fitting each individual into the niche which he can best occupy as a member of society; such contentions ignore almost entirely the overwhelming percentage of the work of the world which the normal person can do acceptably. Fitting people who possess the requisite mental and physical ability into jobs that are to be done is not a highly complicated or mysterious process, as a manager of an industrial or commercial enterprise will testify. Give the modern going concern six weeks, allow it to retain its administrative organization and personnel, then discharge practically the whole of its working force, and it will recruit an entirely new force of requisite ability to place it again on its old basis of efficiency. This, of course, by no means indicates that its employment troubles are over or that the new workers will be satisfied merely because they have the intelligence and physical ability to do the work assigned to them. There are other elements in the human make-up that may have a much greater effect upon industrial stability and contentment. The apparently short-lived personnel movement in industry has done nothing if it has not brought together studies which substantiate this.

The present tendencies in industry and commerce look toward further simplification of the job. The shifting character of modern life is forcing that. Jobs are made in order that normal or mediocre ability can be utilized. "The right man in the right place," so far as it applies to intelligence and ability demanded of more than three-fourths of the workers in modern life, is an empty catch phrase. If the usefulness of trade tests is to be limited to that particular function, they are going to touch the lives of an insignificant percentage of industrial workers; and this is that same comparatively insignificant percentage that industrial and vocational education programs have been fiddling with for the past twenty-five years.

HARRY T. FULTZ

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*The Dalton plan of education.*—The modern school must continually develop in order to keep pace with the growing needs of mankind. Various plans are brought forward from time to time, suggesting ways by which the school can better adapt itself to the task of fitting boys and girls to take their places in the world of today. Based on the conception that the growth of character is the foundation of education, the Dalton Laboratory Plan promotes a natural method of study, thereby tending to develop intelligent habits. After a thorough investigation of the plan in operation, Miss Evelyn Dewey has

written an exposition<sup>1</sup> of it, hoping by this means to answer the questions which arise regarding any such innovation.

The Dalton Laboratory Plan was developed in an attempt to get a school organization that would meet the needs of modern education under public school conditions. Miss Helen Parkhurst, originator of the plan, conceives the public schools as sociological laboratories where community life and community situations prevail. The children are the experimenters. The instructors are observers who stand ready to serve the community as their special talents are needed. As observers, they study the children to find out what environment will best meet the immediate educational needs. As specialists, their function is to give technique, to point the way to the acquisition of information, and to maintain intellectual and technical standards [pp. 1-2].

In chapter i, Miss Dewey gives an adequate description of the plan, showing how it abolishes classroom recitations and lectures, the routine of daily assignments, and the "lock-step" rule of teacher-pupil relations, and substitutes subject laboratories, contract work, and a system under which pupils experiment while teachers observe. The plan would change the school into a social laboratory where the conditions are similar to those found in real community life.

An essential feature of the plan is the contract or assignment which outlines a given amount of work for the pupils to perform each month with subdivisions for each week. The pupil is allowed to work at the different tasks at his own pleasure, the amount of work accomplished weekly being shown by means of graphs, the pupil plotting his own record. This method gives the bright pupil an opportunity to work up to his fullest capacity and permits the dull pupil to advance at a rate consistent with his comprehension of the subject. The teacher can see the rate of advancement of each pupil and can aid those in difficulty. It is hoped that this method will take care of individual differences and aptitudes.

The degree of success which the Dalton Plan has had is shown through the presentation of data from pupils and teachers in the Dalton High School, Dalton, Massachusetts, the Streatham County School, London, England, and the Children's University School, New York City, the three places where it has been in operation. The opinions of teachers and pupils range from hearty support to unqualified disapproval. In regard to the effect of the plan on individual subjects of instruction, it was found that history and geography teachers report the fewest difficulties in adopting the plan. Mathematics and science teachers also had to make only a few changes and on the whole found the plan advantageous. The language teachers were least satisfied because of the inability of pupils to detect their own mistakes.

Although the plan is still in the experimental stage, the book gives a fair and intelligent presentation of the results thus far. Miss Dewey feels that the

<sup>1</sup> EVELYN DEWEY, *The Dalton Laboratory Plan*. New York: E. P. Dutton & Co., 1922. Pp. ix+173.

Dalton Laboratory Plan may help to solve some of the problems of modern education by adapting the work of the school to the interests of pupils and helping to care for individual differences.

W. D. BOWMAN

*American education.*—Criticism of our educational system is no new thing. We are constantly being confronted by it from some new angle. Some of it is valid. Much of it is not. We react to it in various ways, and in our reaction to the criticism we determine its value. Education is many-sided, and in order to keep it so we should welcome criticism from many diverse sources. Yet we are prone to object to criticism from those in authority, even when most tactfully and helpfully submitted, on the ground of bias and lack of a sufficiently intimate knowledge of the individual problem of school procedure criticized.

One can conceive, then, of a form of criticism coming from a source much less well informed, made up principally of opinions, but opinions of men well acquainted with educational problems in general, which would be very helpful and extremely valuable as representative of an outside point of view, impersonal and impartial, giving us an opportunity to see ourselves as others see us.

Mr. Osburn<sup>1</sup> has gathered together criticisms from a great number of English, French, and German educators, covering a period of time from 1853 to the present. These he has arranged and grouped under the headings: "American Educational Philosophy," "The American School System," "The Teacher," "Elementary Education and the Kindergarten," "Secondary Education," "Universities and Colleges," and "Education as a Means of Control." In each case the author gives a sufficient background so that the reader may understand the point of view and then gives both favorable and unfavorable criticism of the topic. While admitting that some of the criticism is ill founded because of lack of understanding of our national and educational ideals on the part of the persons making it, he holds that "the central tendencies of two hundred such observers are likely to be near the truth."

The author concludes that "the criticisms which have been quoted have emphasized two fundamental principles upon which the American educational system rests. The first of these is the belief in the equality of all men"; the second, "the belief in the indefinite perfectibility of the individual." The study is valuable because of the broad point of view, a quality not always inherent in the work of our own American writers.

ERNST E. WELLEMAYER

*City school administration.*—The rapidly expanding scope of school activities as well as the rapidly increasing enrolment in public schools of both elementary and secondary grades require that the city school superintendent be

<sup>1</sup> W. J. OSBURN, *Foreign Criticism of American Education*. Bureau of Education Bulletin No. 8, 1921. Washington: Department of the Interior. Pp. 158.